

# The CLASS Framework and IMIL

## Domain: Classroom Organization

Comments from IMIL Training-August 5, 2014

Dimension	IMIL Examples
<b>Behavior Management</b> <ul style="list-style-type: none"> <li>• Clear Behavior Expectations</li> <li>• Proactive</li> <li>• Redirection of Misbehavior</li> <li>• Student Behavior</li> </ul>	<ol style="list-style-type: none"> <li>1. Providing props to be “my space” or add several props to make “shared space”. Explaining expectations prior to activity</li> <li>2. Teaching how to use materials properly and safely. Busy children = happy children (less problem behavior). Importance for boys to move.</li> <li>3. How you introduce an activity is clear expectations especially around shared space. Be sure they know all guidelines of activity.</li> <li>4. Children understand concepts of self and shared space—use hula hoops to define each child’s space. Using props and allowing all children to participate in an activity/no prolonged waiting.</li> <li>5. Having adequate materials for all children. Cultural transitions of movement. Monitor children throughout an activity to limit boredom and restlessness which may lead to inappropriate behavior.</li> </ol>
<b>Productivity</b> <ul style="list-style-type: none"> <li>• Maximizing Learning Time</li> <li>• Routines</li> <li>• Transitions</li> <li>• Preparation</li> </ul>	<ol style="list-style-type: none"> <li>1. Enough materials for all. Use Choosy and other songs for transition shapes w/words as transition tool.</li> <li>2. Having props available. Use balls for transition. Transitional materials coupled with movement.</li> <li>3. Movement during transition—use variety of lines on floor. Movement instead of standing still.</li> <li>4. Transition activity-tossing ball to child to move onto next activity.</li> <li>5. Activities that all children move at the majority of time to decrease/reduce the wait time</li> </ol>
<b>Instructional Learning Formats</b> <ul style="list-style-type: none"> <li>• Effective Facilitation</li> <li>• Variety of Modalities and Materials</li> <li>• Student Interest</li> <li>• Clarity of Learning Objectives</li> </ul>	<ol style="list-style-type: none"> <li>1. Use Activity above and explain purpose of activity of defining “space”.</li> <li>2. Child talks about favorite fruit, use picture cards on “spots” to hop to.</li> <li>3. Allowing choice of materials. Music and using body in variety of ways.</li> <li>4. Fun props. Using at least 3 senses (visual, auditory, kinesthetic) when involved in the IMIL activities.</li> <li>5. Indicate the purpose of physical lesson or activity as it relates to safety. Model new movements with correct language</li> </ol>

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Productivity <ul style="list-style-type: none"> <li>• Maximizing Learning Time</li> <li>• Routines</li> <li>• Transitions</li> <li>• Preparation</li> </ul>	<ol style="list-style-type: none"> <li>Use scarf line to help with transition through matching.</li> <li>Let children use yarn to write names.</li> <li>Have all materials ready for activity. Use materials during transitions.</li> <li></li> <li>Use props to reinforce concepts during transitions. Talking turns- use IMIL to reinforce turn-taking, props on body parts or in space.</li> </ol>
Instructional Learning Formats <ul style="list-style-type: none"> <li>• Effective Facilitation</li> <li>• Variety of Modalities and Materials</li> <li>• Student Interest</li> <li>• Clarity of Learning Objectives</li> </ul>	<ol style="list-style-type: none"> <li>Materials help ↑ modalities/material. Props are best practice.</li> <li>Children will have access to a variety of materials and understand why they are doing activities. IMIL as the hook. Use props as visuals.</li> <li>Use scarves, string and body to make numbers and letters and shapes. Can also do it with a partner.</li> <li>The Squiggle-red yarn. Take yarn---imagination. Clarity of learning objectives. Teacher would identify what children would do. Modalities-listening, visualizing, doing, props, read book, listen, children will break into pairs—do something with yarn.</li> <li>Hands-on materials/body parts. What else can we use?</li> </ol>